

# **D**ropping **I**n a **M**icrogravity **E**nvironment

School year 2002/2003  
for student teams  
nationwide in the  
fifty United States, the  
District of Columbia,  
and Puerto Rico

## **Program Announcement**

DIME is a NASA educational program for teams of high-school-aged students to design and build a science experiment to be tested in a NASA microgravity drop tower.



**DIME 2002 teams at the NASA Glenn Time Capsule**



National Aeronautics and  
Space Administration  
**Glenn Research Center**



# WHAT IS **DIME**?



The NASA Dropping In a Microgravity Environment (DIME) is a wonderful opportunity for students to experience the process of cooperative scientific research from start to finish. Student teams develop a hypothesis that can be tested through experimentation and then submit a scientific research proposal. A panel of NASA scientists and engineers evaluate the proposals and select up to four of the best proposals.

If selected, the student team will design and construct their science experiment within the DIME guidelines for operation in a NASA microgravity drop tower. Four student team members and one adult advisor from each selected team win an expense-paid trip to NASA Glenn Research Center in Cleveland, Ohio during Drop Days. The team members will assist in the operation of their experiment in the drop tower and participate in workshops, tours and other educational activities. After Drop Days, a final report is prepared by each selected team.

The third annual DIME competition will occur during the 2002/2003 school year with participation open to teams of students in grades 9 to 12 located throughout the fifty United States, the District of Columbia, and Puerto Rico.

Further information is available on the WWW at  
<http://microgravity.grc.nasa.gov/DIME.html>

## Questions and Comments

This brochure contains all necessary information for submitting entries to the DIME competition. If you still have questions after reviewing these resources, please contact us at this address.

NCMR / DIME  
NASA GRC, MS 110-3  
21000 Brookpark Road  
Cleveland, OH 44135

E-mail: [DIME@grc.nasa.gov](mailto:DIME@grc.nasa.gov)  
Fax: 216-433-3793



**DIME 2002 team members  
prepare their experiment**

## Learning Goals Aligned With National Education Standards

The DIME program supports specific national standards in science and technology. Participation in DIME will contribute to student mastery of these standards:

### National Science Teachers Association Standards

- Science as inquiry
  - + Abilities necessary to do scientific inquiry
- Science and technology
  - + Abilities of technological design

### International Technology Education Association Standards

- Design
  - + Students will develop an understanding of the attributes of design



## Key Dates (subject to change)

November 1, 2002	Postmark deadline for mailing proposal to NASA GRC
by December 20, 2002	Selected teams announced
April 7, 2003	Delivery of experiment package at NASA
April 29-May 1, 2003	Drop Days at NASA
June 2, 2003	Deadline for mailing final report to NASA

# DIME OVERVIEW



**MICROGRAVITY is a condition in which the effects of gravity are greatly reduced compared to those experienced in normal conditions on Earth. The microgravity condition is easily created by a free fall within a gravitational field. Refer to the DIME Educators Resource Guide for more information on microgravity.**

## Getting Started

This DIME Announcement includes the core details needed to enter the competition. The DIME web site also offers additional information related to microgravity and classroom activities.

The most important factor in developing a winning proposal is to select a research topic that shows a significant effect of gravity which will be reduced in a microgravity environment. It must also be observable and measurable in 2.2 seconds of microgravity.

Information for guidance on selecting an experiment topic is contained in the DIME Educators Resource Guide. Requirements for design of the experiment are contained in the DIME Experiment Design Requirements document. Both are available from the DIME web site.

## DIME fundamentals

When done methodically, developing a microgravity experiment need not be daunting. The following is the sequence of steps in a successful DIME entry:

1. Develop a hypothesis and select an experiment.
2. Conduct normal gravity research related to your experiment.
3. Develop a proposal as explained on page 3.
4. Submit proposal as detailed on page 4.
5. Upon selection by NASA, design the proposed experiment, following guidelines in the

DIME Experiment Design Requirements document.

6. The selected teams will be assigned a NASA mentor who will provide guidance and support as the team continues through the process of designing and fabricating the experiment apparatus.
7. Submit Preliminary Design to NASA for review.
8. After approval, construct the experiment.
9. Submit final safety documents.
10. Ship experiment to NASA.
11. Participate in Drop Days at NASA.
12. Submit final written report.

## DIME Schedule

When preparing your proposal, observe the key dates listed on page 1, in particular, the proposal submission postmark date. Proposal receipt confirmation will be sent to each team.

Please make certain that your team representatives will be available to participate in DIME Drop Days in April.

## Evaluation

All entries will be evaluated by a team of scientists, engineers, and educators according to the selection criteria published in this announcement. Up to four proposals will be selected for further development of their experiment. Both selected and non-selected teams will be notified of the results.

## DIME Drop Days

### NASA Glenn trip

From each of the selected teams, four student representatives and one adult advisor will travel and room/board for a three-day trip to NASA Glenn in Cleveland, Ohio, for the DIME Drop Days in April. All individuals coming to NASA will be required to provide verification of their U.S. citizenship or legal U.S. residency.

### Team members at school during Drop Days

The remainder of the team at their home locale will be able to connect to the Internet and monitor some of the experiment drop activities of the teams during Drop Days at NASA Glenn Research Center.

## Final Report

Following DIME Drop Days, each selected team will be required to prepare a final report and submit it to NASA.



**DIME 2002 team member measuring liquids to prepare the experiment for a drop**

# DIME PROPOSAL PREPARATION



## Proposal Components

In order to be selected to build and drop an experiment, teams must demonstrate that the student members of the team understand the scientific principles involved in their proposal. They need to be prepared to design and build the experimental apparatus in time for Drop Days. The team will submit a proposal containing the five sections listed below. Sections I-III are limited to a total of 1500 words.

### I. Scientific Objectives

- A. Describe briefly and clearly the research question you hope to answer.
- B. Describe how you expect your proposed experiment to be changed by microgravity.
- C. Include a hypothesis that can be tested in 2.2 seconds of microgravity.
- D. Describe the procedures that will be used to observe, measure and interpret the results.
- E. Describe the purpose and potential benefits from this experiment and address practical applications of the work.

### II. Technical Plan

- A. Give a clear, detailed description of the experimental apparatus to be used and any hardware to be built. At least one figure or diagram of the experiment must be included in section V of your proposal.
- B. Describe the expected sequence of events during the operation of the experiment. Explain how it will answer your research question.
- C. Explain the design features that will allow the experiment to survive impact and be usable for another drop.
- D. Explain how your experiment will provide useful data which can be collected in 2.2 seconds.
- E. Describe ground testing prior to reduced-gravity testing.
- F. Be sure the design meets the safety and design requirements as

specified in the DIME Experiment Design Requirements document (available from the DIME web site).

- G. Scrupulous attention to the DIME Competition Rules suggests that teams will be able to meet all the requirements for a safe and successful operation.

### III. Team Organization

Because experiment design, development, and operation is a team effort at NASA, this competition is designed to involve teamwork. In particular, teams should include students able to perform the following kinds of tasks:

- Planning and coordinating work
- Designing experiments
- Building experimental apparatus
- Conducting experiments
- Communicating the plans and results of the project

In your proposal, include the following material:

- A. Describe your plan for accomplishing the work necessary to carry out the proposed experiment, including the researching of the topic and writing of the final report.
- B. Describe the variety of skills individual members bring to the team.

- C. Explain how your team will share an appropriate distribution of workload and responsibilities.

### IV. Resource Credits

List all referenced books, periodicals, and web sites following a standard style, such as American Psychological Association (APA). Note that this section is not included in the word count. A variety of resources should be used.

### V. Figures

This section will contain from one to five single-sided pages of figures that illustrate the concept of the proposed experiment. The figures must be numbered in sequence and referenced from the text. The caption text must be in the font specified for the proposal text.

### Evaluation Criteria

The proposal will be evaluated using a rubric (see page 8) with total points assigned as follows:

• Scientific Objectives	41
• Technical Plan	30
• Team Organization	9
• Creativity, Attention to Detail, Grammar, and Originality	12
• Resources	8

### Proposal Format Requirements

1. The proposal must be typed or computer-printed, double-spaced, using 12-point Times font, not bold or italic, and left justified. A 1-inch margin should be used for all sides of the pages. Portrait format shall be used for the pages. Leave 1½ inches blank at the top of the first page for a DIME evaluation label.
2. The proposal must be stapled in the upper left corner.
3. The proposal may not have a title page, folder or covers.
4. The proposal must have a title which must not exceed 60 characters in length including spaces. The title should be placed at the top of the first page.
5. Student names, advisor name(s), or any information that would identify the team, associated school or organization, or their location must not appear anywhere in the proposal. This will help ensure unbiased evaluation by the evaluators.





# DIME COMPETITION RULES



1. A DIME entry comprises an Entry Form (pages A and B), an Entry Checklist Form, and six identical and complete copies of the proposal, all in a single package.
2. The DIME entry must be postmarked by the date given on page 1 and addressed to:  
NCMR / DIME Proposal  
NASA GRC, MS 110-3  
21000 Brookpark Road  
Cleveland, OH 44135
3. Late entries, entries sent by facsimile or electronic mail, and entries not complying with competition rules will be disqualified.
4. Entry materials will not be returned; retain a copy for your records.
5. The student team must conceive and develop the experiment and proposal.
6. All evaluators' decisions are final.
7. Proposals must follow preparation guidelines and format requirements as listed on page 3.
8. Team members must be students in grades 9 to 12.
9. The team member roster may contain only one student who has attended DIME Drop Days at NASA Glenn in a previous year.
10. Eligibility for the 2002/2003 school year is open to teams in the fifty United States, the District of Columbia, and Puerto Rico.
11. Four student team representatives and one adult advisor from each selected team will attend DIME Drop Days at NASA Glenn Research Center in Cleveland, Ohio.



**DIME 2002 team during  
the web-cast of their  
experiment operations**

**DIME 2002 team after  
completing their  
experiment preparations**



# DIME Entry Form

Page A



Complete forms in blue or black ink.

Proposal title

Grade level(s) of team members (circle all that apply):

9      10      11      12

Proposal summary (maximum 50 words)

## Student Team Member Information

Total number of student team members submitting this proposal: \_\_\_\_\_

*Teams may include more than four student team members to ensure that necessary skills are represented on the team, although, only up to four student representatives and one adult advisor will travel to NASA Glenn Research Center in Cleveland, Ohio for participation in DIME Drop Days.*

**TEAM MEMBER NAMES (PRINTED)**

**SIGNATURE**

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____

For additional team members, attach a list of students' names and signatures and indicate here the number of additional pages of students' names and signatures. \_\_\_\_\_

# DIME Entry Form

Page B



Complete forms in blue or black ink.

Proposal title \_\_\_\_\_

## Advisor Information

Lead advisor name: \_\_\_\_\_

Additional advisor name (optional): \_\_\_\_\_

Additional advisor name (optional): \_\_\_\_\_

Sponsoring organization: \_\_\_\_\_

Mailing address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ - \_\_\_\_\_

Telephone number ( \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ ) Fax number ( \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ )

Lead advisor's e-mail address: \_\_\_\_\_

School/organization WWW address: \_\_\_\_\_

http:// \_\_\_\_\_

\_\_\_\_\_

We affirm that this team proposal for the DIME is original and has been conceived and developed by the student members of the team. We further affirm that we have read and understand the rules of the DIME competition. We understand that entries are the property of NASA and may be used for publicity or outreach purposes. Copyrighted materials are properly identified and cited and permission has been obtained for their use.

Lead advisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

## Supervisor / Principal Agreement

I understand that if this proposal is selected by NASA, it commits four student team members and one adult advisor to a three day field trip in April to NASA Glenn Research Center in Cleveland, Ohio.

Supervisor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Dropping In a Microgravity Environment

## Entry Checklist Form



Proposal title

Mark each item as you prepare your package. ☒

This completed Entry Checklist Form must accompany each entry.

Failure to follow instructions will result in disqualification.

### Team Checklist

#### Entry Form (pages A & B)

- ☐ We have completed the Entry Form in only blue or black ink.
- ☐ We have indicated the grade levels for our team members.
- ☐ We have placed the proposal title identically on all entry components.
- ☐ We have provided a proposal summary on Entry Form page A.
- ☐ We have legibly listed the name of each team member.
- ☐ We have signed the Entry Form on the line provided beside our name.

#### DIME Proposal

- ☐ The proposal **does not have** school, city, state, student, teacher, advisor, parent names, sponsoring organization or any identifying information on it anywhere.
- ☐ It does not have a title page, folder, or other covers.
- ☐ We are submitting print material in portrait format on 8 1/2 by 11 inch paper in 12 point Times font, double-spaced plain (not bold or italic), left-justified type for the body.
- ☐ One inch margins are used for all pages.
- ☐ We have left 1 1/2 inches of paper blank at the top of the first page of our proposal.

- ☐ A title is on the top of the first page and contains 60 characters or less, including spaces.
- ☐ We have kept a copy of our proposal and understand that our proposal will not be returned.
- ☐ We have had someone else proofread our proposal for typing mistakes, misspellings, and incomplete sentences.

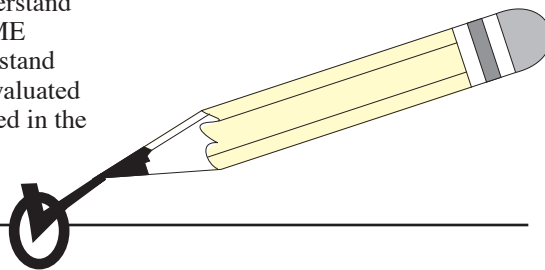
#### Evaluation

- ☐ We have read and understand the criteria for the DIME competition and understand our proposal will be evaluated against the criteria listed in the

DIME Program Announcement.

#### Assembly of Entry

- ☐ We stapled each of the six copies of our proposal in the upper left corner.
- ☐ We have placed the following entry components in a single envelope: (1) our Entry Form (pages A & B), (2) completed Entry Checklist Form, and (3) six copies of the proposal.



#### Advisor Checklist

- ☐ I have signed and dated the Entry Form on page B.
- ☐ Advisor information is accurate and complete.
- ☐ This proposal has been proofread.
- ☐ If mailing entries from multiple teams, my advisor information is listed identically on each Entry Form and each team entry is placed in its own envelope.
- ☐ Copyrighted material has been properly identified and cited and permission has been obtained, where necessary, for its use.

Lead advisor signature:	
Date:	



## DIME Entry Package Evaluation

Each entry package submitted for the DIME competition will be evaluated by the process explained here.

The DIME entries are received and cataloged by a DIME administrator. Each entry package is first evaluated for adherence to the DIME competition rules. Entry packages which do not conform to the rules are put aside and are not further evaluated.

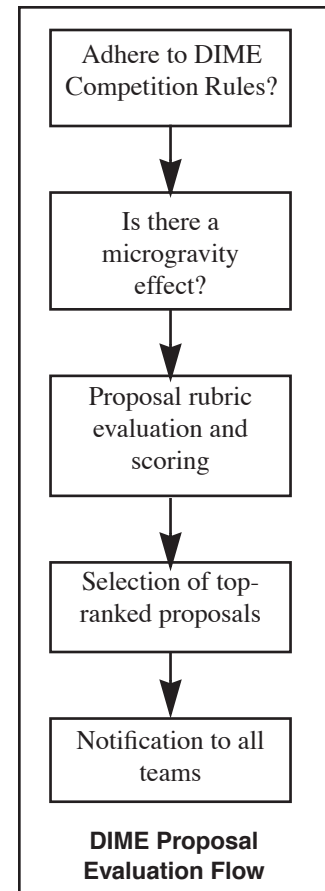
Please note that the DIME rules state that proposals must be prepared in a manner which does not include team identification. This facilitates an evaluation by a panel of NASA scientists and engineers without bias to factors such as a team's location.

The DIME program is intended for microgravity experiments where an effect of gravity has a significant effect. Therefore, all proposal research topics will be pre-screened for microgravity effects by the NASA panel. Early in the proposal preparation stage, a team might contact the DIME sponsors and discuss this matter if there is some doubt as to the microgravity effects in a contemplated research topic.

The rubric detailed on the following eight pages is that which is used by the NASA team to evaluate and score the proposals. A team should familiarize themselves with this scoring rubric when preparing a proposal. The rubric sections and the possible points by section are summarized below.

### DIME Proposal Possible Scores by Section

I. SCIENCE OBJECTIVES	<b>41</b>
II. TECHNICAL PLAN	<b>30</b>
III. TEAM ORGANIZATION	<b>9</b>
IV. CREATIVITY, ORIGINALITY, ATTENTION TO DETAIL	<b>12</b>
V. RESOURCE CREDITS	<b>8</b>
<b>Total</b>	<b>100</b>



## I. SCIENCE OBJECTIVES

	<b>A. RESEARCH QUESTION / HYPOTHESIS</b>			
<b>POINTS</b>	<b>1. Does the proposal have a clear research question and hypothesis?</b>	<b>2. Does the proposal have a hypothesis related to the research question?</b>	<b>3. Is microgravity a major factor in this proposed experiment?</b>	<b>4. Is the hypothesis testable in 2.2 seconds?</b>
<b>1</b>	Neither research question nor hypothesis are presented in the proposal.	The relationship of the hypothesis and the research question cannot be determined.	No clear connection to microgravity is explained.	Unable to detect factors in experiment to determine response time.
<b>2</b>	An unclear research question or hypothesis is stated.	The hypothesis is unclear; the experiment relates poorly or not at all to the research question.	The need for microgravity effect is unclear or was not explained clearly.	The information is unclear or not stated; the experiment samples may need to be modified.
<b>3</b>	A research question and hypothesis are present but both are poorly stated, or may contain inaccuracies.	The hypothesis is clear and is somewhat related to the research question.	A microgravity effect is clear and somewhat utilized in the experiment.	Response time short enough for reaction to be complete within 2.2 seconds.
<b>4</b>	A clear research question and hypothesis are present but they are not testable, variables are not identified, or they contain inaccuracies.	The hypothesis is clearly stated and it appears that the experiment will yield significant data related to the research question.	The microgravity effect is clearly stated and is utilized in the experiment.	N/A
<b>5</b>	The research question is clear, the hypothesis is testable, variables are identified; variables are identified as dependent, independent, and control is defined.	The hypothesis is clearly stated and the experiment will yield data that address research question and hypothesis in a compelling way.	Microgravity is essential to the hypothesis and the research question and is described in detail.	N/A

## I. SCIENCE OBJECTIVES (cont'd)

	<b>B. RESEARCH METHOD</b>			
<b>POINTS</b>	<b>1. Is the procedure specific on how observations and measurements will be made and interpreted to prove or disprove the hypothesis?</b>	<b>2. Are sufficient details given so that others can understand the proposed experiment?</b>	<b>3. Will the plan provide enough data points or information to reach a conclusion?</b>	<b>4. Are ground-based controls and variables addressed?</b>
<b>1</b>	No information given.	No details given.	Multiple samples or measurements are not considered in plan.	No information presented.
<b>2</b>	Sketchy information presented.	Insufficient information present in proposal.	Plan is unclear about number of samples or number of drops.	Plan for ground-based tests described.
<b>3</b>	Plan for measurements, observations, and procedures needs major revisions to be useful.	Incomplete or confusing information would make it difficult to replicate the proposed work.	Number of samples and/or multiple drops are addressed in plan but will need modification.	Ground-based tests have been performed.
<b>4</b>	Measurements, observations, and procedures appear to be sufficient with minor modifications.	Information presented is complete but requires small amount of 'educated judgement'.	Number of samples and/or multiple drops appear appropriate to get sufficient data points.	N/A
<b>5</b>	Measurements, observations, and procedures appear to be sufficient.	Experiment fully described and understandable.	N/A	N/A

### **I. SCIENCE OBJECTIVES (cont'd)**

	<b>C. POTENTIAL SCIENTIFIC / PRACTICAL BENEFITS</b>	
<b>POINTS</b>	<b>1. Are there potential scientific benefits from this research?</b>	<b>2. Are practical applications of the work present and addressed?</b>
<b>1</b>	No benefits cited in proposal or benefits are questionable.	No practical applications cited in proposal or applications are questionable.
<b>2</b>	Benefits are cited.	Practical applications are cited.
<b>3</b>	Benefit cited as a reason for considering the experiment topic.	Practical applications cited as a reason for considering the experiment topic.

**Section I possible points: 41**

## II. TECHNICAL PLAN

	<b>A. DESIGN PLAN</b>		
<b>POINTS</b>	<b>1. Is there a clear and detailed description of the experimental apparatus?</b>	<b>2. Are legible and labeled drawing(s) included?</b>	<b>3. Does the proposal allow the experiment to survive impact and be usable for additional drops, or take this factor into account?</b>
<b>1</b>	No technical plan is presented.	No drawings are included.	Impractical; not correctable.
<b>2</b>	Plan is vague or confusing. The experiment is not suitable for the drop tower.	Drawings are vague or confusing.	May work, if substantially modified.
<b>3</b>	A good start, but many key questions are not addressed. Plan is not clearly described; there appear to be serious technical problems.	Good drawings, but not enough detail.	Will work, if moderately modified.
<b>4</b>	Reasonably clear, but some key questions are not addressed. The experiment seems practical.	Good drawings, but some key details are not addressed.	Will work, only minor issues remain.
<b>5</b>	Clear and thorough, most key questions are addressed. The technical plan is clear and complete or requires only small changes to adapt the experiment to the drop tower.	Clear and thorough drawings with key questions addressed.	No problems.



## II. TECHNICAL PLAN (cont'd)

	<b>A. DESIGN PLAN (cont'd)</b>		<b>B. DESIGN SAFETY</b>
<b>POINTS</b>	<b>4. Will the design allow data to be collected that addresses the research question?</b>	<b>5. Will the design permit collection of appropriate data in 2.2 seconds?</b>	<b>Does the design meet the safety, interface and operational requirements specified?</b>
<b>1</b>	No data collection plan is presented.	No data collection plan is presented.	Insufficient information is presented.
<b>2</b>	Plan mentions data or data analysis, but provides no specifics.	Plan mentions data or data analysis, but provides no specifics.	Information presented is vague or confusing.
<b>3</b>	Plan will likely yield data unrelated to research question, requires major modifications.	Data system described but requires major modification. NASA-provided data system incorrectly utilized and requires major adjustments.	A good start, but many key questions are not addressed. Information is not clearly described; there appear to be serious problems.
<b>4</b>	Plan will likely yield relevant data, provides plans for appropriate analysis, but has implementation issues (e.g., requires spectrometry).	Data system described but requires minor modification. NASA-provided data system utilization requires minor adjustments.	information is reasonably clear, but some key areas are not addressed.
<b>5</b>	Plan will likely yield relevant data, plans for appropriate analysis are practicable, and requires little, if any, modification.	Data system described appears satisfactory. NASA-provided data system utilized properly.	Clear and thorough, most key areas are addressed. The information is clear and complete or requires only minor changes to meet requirements.

**Section II possible points: 30**

### III. TEAM ORGANIZATION

	A. Team Preparedness	B. Evidence of relevant skills and experiences	C. Team Support
POINTS	The proposal indicates specifically how the team is prepared to carry out the experiment and the writing of the final report.	The proposal states clearly the contributions and skills for each team member and how all the members of the team will share an appropriate distribution of workload and responsibilities.	Has the team effectively enlisted the support and cooperation of the school and community?
1	No information is provided.	No information is provided.	No information is provided.
2	The team appears well-composed, but the work appears to be too complex for them.	Description of reasonable division of labor is provided.	The team presents a plan to enlist the support they require.
3	Description of reasonable division of labor and plans (i.e., task lists, schedules) are provided about how the team would work together.	Members of the team have worked together successfully in the past (e.g., they had a successful science fair project, team project, other competitions, etc.) and have provided a description of a reasonable division of labor.	Qualified individuals have already contributed.

**Section III possible points: 9**

#### IV. CREATIVITY, ORIGINALITY, ATTENTION TO DETAIL

POINTS	1. The proposal shows a creative way to study an idea.	2. The team has demonstrated originality in the proposal.	3. The proposal shows attention to detail through correct spelling/ grammar/ format.	4. The figures are identified, numbered, and referenced in the text.
1	No creativity applied. Simple use of standard lab experiment.	Plagiarism evident. Major adult input to proposal evident.	Spelling errors, grammatical errors, and/or format problems are very evident.	No figure reference methodology used.
2	Adaptation of standard lab experiment.	Uncredited reference material included in proposal.	Some such errors exist, but are not prevalent.	Inconsistent or incomplete figure reference methodology.
3	Creative experiment idea for microgravity investigation.	The proposal appears to be the work of student team members.	No problems in this area.	No problems in this area.

**Section IV possible points: 12**

## V. RESOURCE CREDITS

POINTS	There are many (5 or more) relevant citations from multiple sources (i.e., not exclusively from the Internet) that are directly related to the proposal.
1	No reference citations included.
2	Reference citations were all of one type (with no justifiable reason). References are not related to proposal topic.
3	(graduated scoring)
4	Reference citations were slightly mixed type. Some references not related to proposal topic.
5	(graduated scoring)
6	Reference citations meet stated requirements. References are related to proposal topic.
7	(graduated scoring)
8	Reference citations fully meet stated requirements. Excellent mix of appropriate reference sources.

**Section V possible points: 8**

## Acknowledgements

The Dropping In a Microgravity Environment (DIME) program is a cooperative effort of many organizations.

- Microgravity Science Division at NASA Glenn Research Center, Cleveland, Ohio
- National Center for Microgravity Research on Fluids and Combustion at NASA Glenn Research Center, Cleveland, Ohio
- Physical Sciences Division of the Office of Biological and Physical Research at NASA Headquarters, Washington DC
- Office of Human Resources & Education at NASA Headquarters, Washington DC

The DIME program is carried out by personnel in the NASA Glenn Research Center Microgravity Science Division and the National Center for Microgravity Research on Fluids and Combustion.

Critical support also comes from the staff of the 2.2 Second Drop Tower facility and the Imaging Technology Center.

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### NOTE:

*Use of commercial names and products does not imply an endorsement by NASA.*

Documents and other information related to the DIME program may be accessed at the following World Wide Web address:

<http://microgravity.grc.nasa.gov/DIME.html>

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